Patterson High School

Teacher: Ms. Megan Nichols Lesson Date: Friday, September 9th

Subject: GOVT/PSYCHOLOGY Unit Title: WHY GOVT MATTERS/WHY PSYCHOLOGY MATTERS

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)* | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  SWBAT analyze the issue of freedom v. security by reading a story of a 9/11 Hero, participating in a stand up if opinionare, increasing background knowledge of event through review of KWL, visual discovery of 9/11 and its aftermath, preparing for and participating in a debate and completing a short essay in which they take their stance on the issue of security versus freedom. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | | ACTIVITIES CHECKLIST |
| 5 | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will complete the following opinionare upon entering the room.  1. I value freedom.  2. I value security.  3. I am willing to give up some of my freedom in order to gain security.  4. It is the government’s job to protect our freedoms.  5. It is the government’s job to protect our security.  6. It is ok for the government to spend a lot of money in order to protect our security.  7. It is the government’s responsibility to put our security before our freedoms. | | * Admit Slip * Post/Discuss/Copy Objectives * Write in Journal * Solve Problems * Answer Questions * Pre-Assessment * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 7 | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will participate in kinesthetic opinionare that allows them to express their opinions on 9/11 through motion (\*will modify for different classes to ensure 100% compliance). Teacher will lead review of freedoms and security examples (the do-now prompts).  Teacher will transition and explain the day’s objective and relate it to the class motto/big goal and what class covered in previous day with Obama speech (destiny being controlled by freedom and security we are provided). | | * Display Object/Picture * Demonstrate Reaction * Model/Demonstrate Lab * Discuss Previous Experiences * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 15 | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will review homework from the previous evening (KW of KWL chart) and allow students to share thoughts on 9/11. May have student scribe record.  Teacher will use images and anecdotes to briefly present information of the background, events and aftermath of 9/11. Students will have a significant chunk of time to ask questions and clarify misconceptions. | | |  |  | | --- | --- | | * Brainstorm * Investigate * Work Problem * Lab Activity |  |  * Lecture with Guided Notes * Student Presentations * Media Presentation * Interactive Discussion * Create Lists * Build Model * Analyze Data * Evaluate Steps |
| 15 | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Teacher will use visual discovery via PP (will have print out too in case slides don’t work) to lead students to the following key points:  -After 9/11 the government increased security with the Patriot Act (less warrants needed), spending much more money on defense (getting involved in Iraq and Afghanistan) and using harsh interrogation techniques with suspects of terror at Guatanamo Bay prison.  Students will see images that correspond with each point and will make a prediction about what’s occurring in the picture. Then, teacher will use guiding questions to lead students key points and have students determine if security or freedom is being valued more in each instance. | | * Complete Practice Problems/Labs * Use Manipulatives * Construct Graphs/Timelines * Make Predictions * Collaborative Writing * Whole Group Graphic Organizers * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 20 | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Teacher will divide the class in half in preparation for the debate. For each issue, each half will take a side. Students must prepare for 5 minutes to argue for their side through a 2 minute think and a 3 minute discussion within their group; then each group will have 1 person present the group’s ideas for 1 minute max.  After every group has spoken, teacher will allow three minutes to discuss. Repeat 3x.  Issue one: Should the U.S. government should be able to monitor phone calls and email of people who are suspected of terrorist ties without first obtaining warrants?  Issue two: should the United States always make defense spending a priority?  Issue three: Are harsh interrogation techniques (torture) such as waterboarding justified if they can help prevent terrorist attacks?  After each presentation, students will take final stance on each individual issue independently in writing. | | * Solve Similar Problems * Practice Active Reading Strategies * Answer Questions * Peer Review/Edit * Design Other Problems/Questions/Labs * Research Information * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 15 | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Teacher will explain purpose of next assignment is to take a stance—this will matter as we proceed into trying to influence our school, government and community. First we have to be able to express ourselves clearly—then people will listen!  ***Students will complete the following on attached sheet(10 +minutes)***  *Which do you value more: freedom or security?*  *You must include examples from: your knowledge of Thomas Hobbes and John Locke, the 9/11 attack and aftermath, and your own life. Minimum of two paragraphs.* | | * Discussion * Open-Response Question(s) * Quiz/Test (Academic/Authentic) * Writing Sample * Individual Project/Investigation/Presentation * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 12 | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Revisit opinionare + KWL  WIM—cover 9/11 activities (5 minutes)  Dollar store (7 mins) | | * Assign/Explain Homework * Review Major Points * Answer Questions * Student Reflection Activity * Exit Slip * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Homework: complete writing assignment. | | * Review * Practice * Reading * Tutoring * Individual Assignment * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Day’s work on one page with printed opinionare, article with stop + jot, image analysis, debate and essay prompt. |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |